

Lessons for Innovation Projects: Highlights from OPA's Innovation Accelerators

July 20, 2021

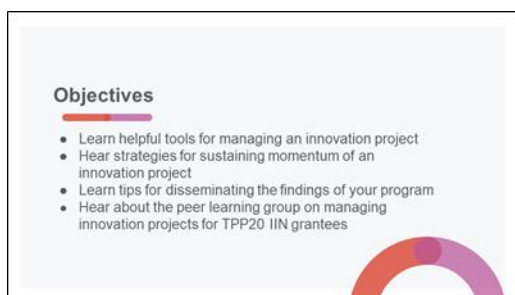
Transcript

Slide 1



Megan Hiltner: Hello, everyone. I'm Megan Hiltner from the Reproductive Health National Training Center. And I'm pleased to welcome you all today to the presentation we have for you, Lessons for Innovation Projects: Highlights from OPA's Innovation Accelerators. Today's session will offer insights from two of OPA's TPP152A Innovation Accelerators, iTP3 and Power To Decide Program. I'll give you a little more detail on that in a moment. But first, I have a few housekeeping announcements before we begin. We are recording this webinar and during the presentation of the webinar, you all will be muted, given the large number of folks joining. We will be taking questions throughout the presentation through the chat box, so please enter any questions or comments you have for the presenters. We will be taking breaks throughout to check in with the chat box and bring your questions to our presenters today. The recording of the webinar, the slide deck, transcript will all be available on rhntc.org within the next few days. And I just wanted to let you know that the presentation is supported by the Office of Population Affairs and its contents are solely the responsibility of the authors and do not necessarily represent the official views of OPA or HHS.

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Megan Hiltner: So, at the end of this event, we hope that you'll be able to learn some helpful tools for managing an innovation project. We hope you'll hear some successful strategies for sustaining the momentum of an innovation project. We hope you'll learn some tips for disseminating the findings of your program. And specifically for the innovation and impact network grantees that are joining us today,

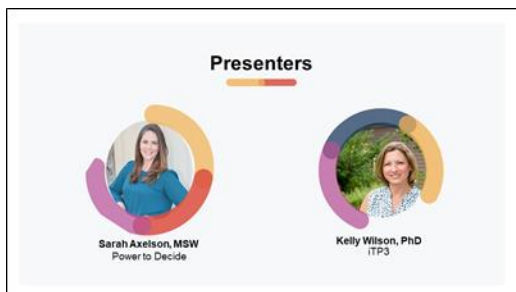
we hope you hear about the peer learning group on managing innovation projects for your particular program.

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Megan Hiltner: So, just a little background for those of you that may not be very familiar with the tiers of the TPP program. Tier 1 programs are funded as replication programs of evidence for what works. Tier 2 programs are building the evidence for what works, and so, those tier two programs hopefully will become part of Tier 1. The two programs featured today were funded under TPP2A as innovation accelerators from 2015 to 2020. They were innovation hubs that funded teens to do this work and they are specialists in innovation theory and methods. This is slightly different from the current innovation impact network approach of the Tier 2 IIN, Innovation Impact Network grantees currently funded. I just wanted to give a little bit of background for that. And for those of you that are joining this program as Title X grantees, we hope that you'll learn some innovation concepts that you can apply to your work as well.

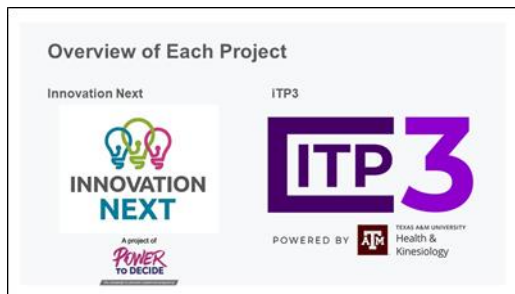
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Megan Hiltner: I would love, it is just such a privilege to introduce the presenters for today. First, Sarah Axelson. She is the interim Head of Programs at Power to Decide where among other projects, she's managed the Innovation Next Program, supporting innovative technology based solutions to preventing teen pregnancy and improving adolescent health. She's worked in the field of adolescent health, adolescent sexual health for over 15 years and is also a lecturer at the George Washington University in Washington DC. And Dr. Kelly Wilson is an Associate Professor in the Department of Health and Kinesiology at Texas A&M University. Dr. Wilson has considerable experience managing school and community based research and practice related projects, including serving as an evaluator or a co-evaluator on teen pregnancy prevention projects, developing professional development for teachers and sexuality educators, developing curricula for dating violence prevention efforts, and directing local efforts to a federally funded evaluation of teen pregnancy prevention evidence-based programs. I could

say so much more about these two wonderful experts, but I don't want to take up any more time. So, let me just tell you quick how we structured this session. Both Sarah and Kelly are going to give you a brief overview of what they did in their program and how they did it. We'll take a break for some questions in the chat box then we're going to go panel style. And I'll ask a question of the two presenters and they'll both respond with some of their thoughts that will reflect on that question and we'll take questions throughout. And at the end, we've carved out another set of time for Q&A. And finally, we'll wrap up where a colleague of mine is going to talk about that peer learning group for Innovation Impact Network grantees.

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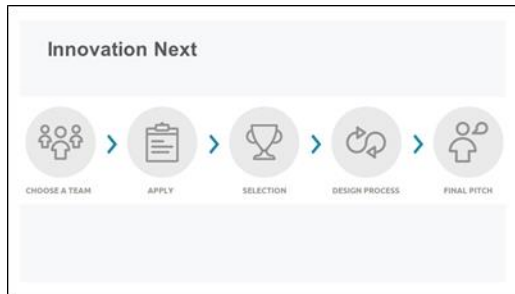
Megan Hiltner: So with that, Sarah, I'll turn it over to you to begin with talking and sharing a little bit more about Innovation Next.

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Sarah Axelson: Wonderful. Thank you so much, Megan. And good afternoon or good morning, depending on where you all are joining us from. I'm so happy to be here today to talk about our Innovation Next Project, which was part of Power to Decide's Tier 2A grant with the Office of Population Affairs. For those of you who aren't familiar with Power to Decide, at our organization, we believe that all young people should have the opportunity to pursue the future they want, realize their full possibility and follow their intentions. And these beliefs guide the work that we do across all of our programs. So, we saw an opportunity to apply that perspective to the Tier 2A grant when it was released by OPA, specifically in Innovation Next, we set out to answer the question that you see here on your screens, "How might we catalyze innovation in teen pregnancy prevention using technology?" Next slide, please.

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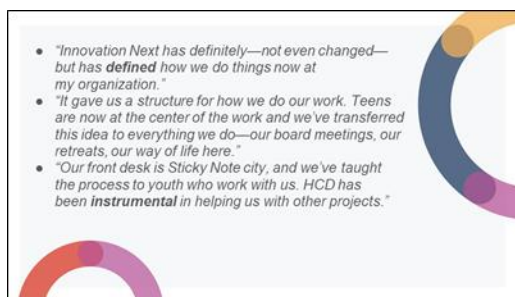
Sarah Axelson: In total, our Innovation Next Project ran for six years and just ended this past June. During that time, we had three unique cohorts of innovators and we also had a fourth cohort that included multiple innovators from each of the first three cohorts. We structured our approach very intentionally. But as is often the case in design thinking, we learned some things along the way and we had to make some pivots as well. And perhaps not even had to, had an opportunity to make some pivots as well. One of the most important things we did that you see reflected in our structure here is that we invested in people first, specifically in teams of three and then ideas. What I mean by this is that we structured our application process, so that applicants selected a team of three, and then applied for our accelerator program as a team. Working as a team is one of the rules to live by for Human-Centered Design or design thinking, and you'll hear me use those terms interchangeably. And I'll talk about that in just a second because it generates creativity and energy to work in a group with multiple folks with varying perspectives. We also encourage our applicants to think creatively about who was on their team, and to consider folks from sectors that in adolescent sexual health, we might not typically work with, like user experience designers or UX designers, behavioral psychologists, and many, many more different types of folks. In teams applications, we require that each team identify a challenge. Something that they felt wasn't working, or that they wanted to solve, or even just think differently about in the field of teen pregnancy prevention. And we require that they give us at least two totally different potential solutions to that challenge, because we wanted to ensure that they weren't wedded to any assumptions about what the solution should be, but that they were open to what they would learn from their end users along the way. The teams that were selected received a series of workshops from our Power to Decide staff to teach them the process of design thinking and they also received support and coaching in between those workshops with the same Power to Decide staff who had expertise in Human-Centered Design. And at the end of this process that you see on your screen, which lasted anywhere from eight months to 18 months, depending on which cohort they were in. The teams pitched their final solutions, which were almost always completely different from their initial ideas, specifically, because of the Human-Centered Design process gave them new insights and learnings that informed their designs.

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Sarah Axelson: On the next slide, you can see a few examples of the innovations that were developed through Innovation Next, and are now out in the world being used by real young people every single day. Okay so is an app that gives us access to experts that they can't reach any other way to get support and information whenever they need it. Young people pick a team of experts, they ask their question anonymously and multiple teams, multiple people, excuse me, from the expert team will respond. And depending on what the young person asks, the team will follow up to check in on the young person to see how they're doing and if there's anything else that the experts can do. Real Talk is an app that crowdsources stories about sexual health topics from young people themselves. The stories are vetted by trained health educators and shared with other youth along with reputable high quality sexual health resources to build community in the app with one another. Helloo America is a YouTube series that was developed by and for refugee, refugee youth in particular. In it, young people tackle some of the sexual health education topics that are most taboo for refugee youth in a culturally responsive, appropriate and engaging manner. And finally, Bloom Playbooks, which you see in the bottom right hand corner, helps families to have big and small conversation with the young people in their lives. Designed specifically for youth ages five to 10, seven through 12, and nine to 14. The bloom playbooks focus on topics like empathy, safety, and biology in an age appropriate way.

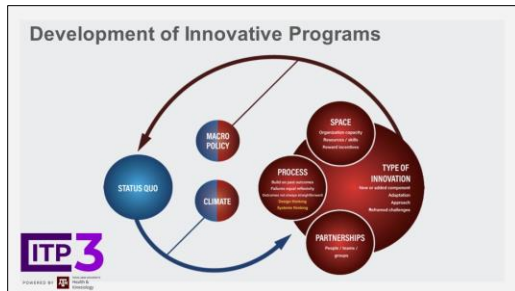
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Sarah Axelson: On the next slide, you can see a bit more information about why we think our approach was pretty successful. Not only did our teams develop the innovations that you just saw and many more, but it changed their approach to their work more broadly. Here's a few quotes from Innovation Next innovators about just that. "Innovation Next has definitely not even changed, but has defined how we do things now at my organization. It gave us a structure for how we do our work. Teens are now at the center of the work and we've transferred this idea to everything we do, our board meetings, our retreats, our way of life here. Our front desk is Sticky Note city, and we taught the process to youth who work with us. Human-Centered Design has been instrumental in helping us with other projects." So, we're proud of all of the work that we did as part of Innovation Next, and we're happy to share more about our learnings and experiences in just a few minutes. Next, I'd love to turn it over to Dr. Kelly Wilson to talk a bit more about ITP3, and I believe, perhaps to Megan, in between as well.

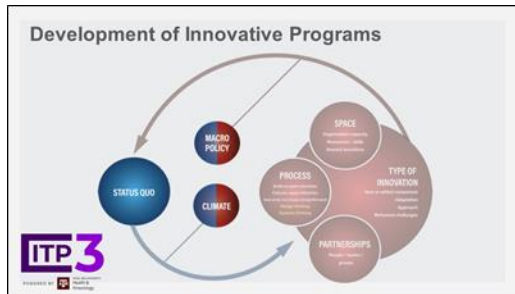
Megan Hiltner: I'm checking the chat box here, and I don't see any questions at the moment. So, Kelly, why don't we just move it forward with your overview and then we'll pause at the end of Kelly's presentation for any questions you have, clarifying questions about these two, what they created. Go ahead, Kelly.

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Kelly Wilson: All right. Thank you so much, Megan and Sarah for passing it to ITP3 to share our story. Thanks to everyone for joining this webinar to think more about innovation. Sarah and I are very passionate about this area and very excited about what the product was from both Innovation Next and ITP3. So, I wanted to start today by talking about how we got started or some of the initial thoughts that we had with ITP3. We very much looked at the science base and recognize the importance of evidence-based programs. But one of the things that the ITP3 team recognize is that most of the evidence-based programs were very much focused at the individual level. And so, we wanted to challenge ourselves and challenge the organizations that we were going to be working with to be thinking about ecological levels at community and systems. And think about community and systems approaches. So, we really took a lens on policy, environment and systems overall. We also explored different theoretical frameworks that were already in existence, so things like the diffusion of innovation, or for those of you who have worked with getting to outcomes, you may have heard the interactive systems framework and that was a very base point of where we started from. We had adapted the interactive systems framework from Abe Wandersman because what we recognized from the theories that were already in existence or the frameworks that were already in existence is that they focused on the concept of adoption of innovation, and not the design and development of innovation overall. So what we did is we worked with organizations to really think about their innovation approaches, and we focused on programs. So, Sarah mentioned that Innovation Next was focused on technology with their "how might we" statement. We were focused on programs. And so, we had a call for proposals to get our initial teams and we worked with the teams to shift to a policy environment system perspective as much as possible. We also encouraged all of our teams to think about systems thinking and co design overall. As an ITP3 team, we provided liaisons. We also provided technical assistance and capacity-based, capacity building assistance as well to encourage systems thinking. And then we also had different ways of approaching the Human-Centered Design ranging from two-day workshops, a boot camp that was four days back-to-back design sprints that included time in between four days. And then we also had a Cordrey training, where we trained others in Human-Centered Design, and then they took that back to their organization and work with their teams. So, what I'm going to share with you for the rest of the five-minute overview for the program is really the model and the framework that came out of the work that we did. And so, we just changed this slide and in front of you, you will see the model for the Development of Innovative Programs. So, as I mentioned, there was a gap in the development process for design of innovation and the design of programs. A lot of what was already out in the literature was focused on the adoption and not the design. So, what this model does is it can walk you through the different constructs that are used in the development of innovative programs. And you'll see an overall approach or illustration that an organization can take in developing innovation overall.

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Kelly Wilson: So, the next slide will actually show the first step, which focuses on understanding the context for innovation. And we call that challenging the status quo, so looking at what is already out there. For us, the status quo very much focused on those individual level evidence-based programs. Others may look at status quo differently, but we recognize that with innovation, you have to start somewhere and you have to recognize where you are either as an organization or as a community. And so then, we also have the policy and climate that comes into effect as well, so that macro policy may include elements of funding support different sanctions that may be in your community overall. And then also the climate. So, the climate supports the social norms, the policy supports the overall funding and what is out there. For us, the macro policy focused on programs rather than technology. For social norms, we were still focused on sexual and reproductive health and teen pregnancy prevention. But what I want you to do as a user of this webinar is to think about where your status quo might be. So, if you are one of the network grantees, if you are working with a network of caregivers, your context might be different than the networks that are working with juvenile justice. If you're working in the healthcare setting, the Title X participants on the webinar today might think differently than someone who is representing a school-based health center. So, this early stage is very much focused on where you are and where your status quo is. So then, we move to three different aspects for innovation and you'll see on the slide in front of you that the three aspects that we defined our space process and partnerships. This space very much focuses on the organizational support and when we look at organizational support, some of the things that we're thinking about is, "What is the leadership behind innovation? What is the support for staff? Is it okay for staff to fail if they're moving forward with an innovative program," so recognizing that space.

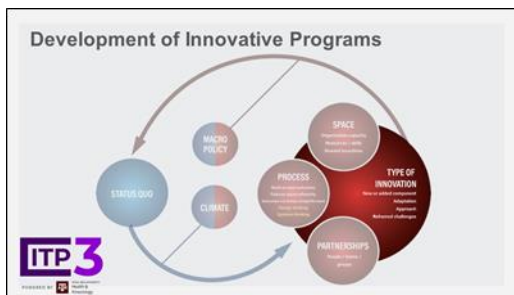
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Kelly Wilson: Then we also in the model, recognize the role of different processes that can drive the development of innovation as well. And so, really thinking about our approach and this would be an approach for failure, flexibility, adaptability. And we really think of it from the ITP3 perspective as a way of thinking. And so, this is where we incorporate in the design thinking which we use Human-Centered Design approaches, and then systems thinking as well. So, thinking about who was in our system, what

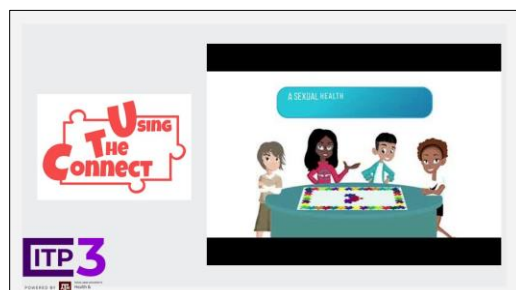
leverage points we have, and what perspective we're coming from. And then the final aspect for innovation is partnerships. So, really thinking about the groups, the people, the teams that you're bringing into the process that drives the type of innovation that can be developed. So, the last component of the model is the type of innovation, which will bring us to four different levels of or four different types of innovation overall. And the first one is new or added components. And so, a new or added component could be adding a texting feature to a program that is already in place or already developed, it could also be adding a social media context. If you think of the evidence-based programs in 2015, there wasn't a lot of incorporation of social media yet. It's something that young people definitely use.

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Kelly Wilson: The second type of innovation is an adaptation, so this would be an actual modified program. So, a modified program could be something that is modified for a target population, so this could be adapting it for different geography, so a rural context or for people with different cultural groups and also addressing sexuality and identity could be examples of adaptation. The third type of innovation is a new way of thinking, so maybe bringing in a social or reproductive justice approach to the programs for pregnancy prevention. And then the final level of and type of innovation is reframing the problem or challenge. So, really taking that paradigm shift and looking at a new way, a new lens, a new perspective for your programs. So, one example that we like to use with what would be an example of reframing a problem. And this could be when you approach HIV and AIDS rather than approaching it from dying from AIDS, you're living with HIV. And so, that is a little bit older example of a paradigm shift. So quickly, what I'm going to do is, say, in putting this model to practice, we worked with teens to define innovation, so they had to define innovation from their community perspective, their adolescent perspective and their systems perspective. We provided organizational support, and then also encouraged teens, which I know we're going to talk about teens a little bit with the question and answer session. But we worked with teams to think about who is and isn't at the table.

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Kelly Wilson: So, the next slide is actually going to bring in an example of a program that emerged from ITP3. We had 20 different teams that we worked with over the course of the five years of ITP3 and this was a program that started with a boot camp, so it was a community based boot camp. And then a team was selected to move forward with program development. They brought together a design team and went through design sprints with that team. And this is a video prototype of the program that was developed and then that moved into feasibility testing.

Megan Hiltner: I'm going to share this video, and here we go.

Alex (Video Character): My name is Alex.

Cameron (Video Character): And I'm Cameron.

Alex (Video Character): We're from a rural town in North Carolina.

Cameron (Video Character): As kids going through adolescence and puberty, we're learning who we are.

Alex (Video Character): We have a lot of changes going on with our bodies, emotions, feelings, relationships, and the way we think and make decisions.

Cameron (Video Character): It's hard to know where to go for help.

Alex (Video Character): Or who to talk to.

Cameron (Video Character): There have been times people told me the wrong information.

Alex (Video Character): And sometimes when I look up information is not correct.

Cameron (Video Character): There have even been times I ended up at places that were not youth friendly.

Alex (Video Character): Sometimes I worry that I will not make the best decisions.

Cameron (Video Character): Using The Connect is a sexual health program designed as a series of educational games.

Alex (Video Character): It teaches us knowledge and skills to prevent teen pregnancy and helps us build safe connections with the adults in our community.

Cameron (Video Character): Using the Connect teaches us how to...

Alex (Video Character): ... understand our mind and body.

Cameron (Video Character): Access credible information.

Alex (Video Character): Communicate effectively.

Cameron (Video Character): And problem solve to make healthy decisions.

Alex (Video Character): The skills and connections we get through this program reach beyond sexual health and teen pregnancy prevention.

Cameron (Video Character): Using The Connect empowers us to lead healthy lives.

Megan Hiltner: All right. So, I'll load this back up. Any other kind of closing remarks, Kelly, I'm about you about that program?

Kelly Wilson: So, just to wrap that up. That's one exciting program that we really love. Those were the kids' voices in the video. So, that's just one of the many exciting examples that we have that resulted from ITP3.

Megan Hiltner: And we can share. I'll make sure to share the link for that program or that that video if you'd like to see it as well. So, before we get into our panel, I just want to say thank you to you both for providing that overview. I know sometimes it's hard to summarize all that important work and a brief overview, but you did a beautiful job. I'm going to take a quick question here we have, and then a couple of questions here, and then we'll move on to our panel presentation. So first question here from Katie, thanks for submitting it. It's more around sort of how you staff, how you organize this program. So first question for you both, how did you staff these innovation programs? Meaning, with your organizations, what did you need to staff them with FTEs or guest speakers or employees giving a part of their time? We'll start with that.

Sarah Axelson: I can go first. And Megan, if it's okay, I actually would love to answer the second question for first.

Megan Hiltner: Sure. The second one. Well, it's a great intro. Second question is, why did your organization's leadership decide the innovation was a priority for investment? Good point, Sarah. Good segue into leadership buying in, then how you organize it, operationalize it?

Sarah Axelson: Yeah. Appreciate your flexibility. So, this, these are great questions, Katie. And this is a very real barrier for a lot of folks in terms of being able to do innovation work. So, I just want to commend the thought around it and the desire to learn more about how to gain organizational buy in, how to build organizational buy in, and how to use that to inform the staffing on your project. So, Power to Decide has actually been doing innovation work for many, many years. Our history with design thinking started in 2008 when we set out to think about what young people in particular, young adults in the 18- to 24-year-old age range needed in terms of access information opportunity around sexual health and unplanned pregnancy prevention. We had worked with teens for a long time as the National Campaign to prevent teen pregnancy. We felt pretty solid in our work there, but when someone approached us and said, "Hey, what can we do for 18- to 24-year-olds, given what we see happening and rates and disparities?" We were like, "Huh, that's a great question. We don't know, but we're going to go figure it out." And what we did in 2008, was we started working with IDEO, which is one of the most well-known design firms. And our partnership with them resulted in Bedsider, which is one of, I dropped the link here in the chat. So Bedsider is an evidence based online birth control network for young people, ages 18 to 29. We developed Bedsider in partnership with IDEO, and Bedsider saw so much success in brand recognition and support and use among young people. We average about 7

million unique users and so, unique users a year, excuse me. And so our organization was bought in from that point forward. When they saw the power of design thinking to develop something brand new for a population that we weren't really sure what their needs were and they understood the way design thinking helped us invest in learning about their needs before we tried to come up with a solution, they were sold on the approach. And so, we used design thinking across many of our projects and programs before Tier 2A even became available from the federal government. And so, when we saw this opportunity to do innovation work, in this federally funded teen pregnancy prevention program, we were so excited about the opportunity. And specifically about the government's investment in seeding early innovation, because that was brand new at the time, right? The willingness to go out and put money into something that we hadn't totally figured out if it would work or had worked or what it even might look like, was a risk and the fact that OPA was willing to do that was huge for the field. So, I want to recognize and acknowledge the importance of that and also moving our leadership along with the value of design thinking. And to answer the second part of that question quickly. In terms of our staffing, it really varied throughout the life of the project. So, we always had at least one full-time staff person working on Innovation Next. We often had one full-time staff person and then several part-time staff people, but the staffing ebbed and flowed based on what we were offering throughout the year. So, I mentioned that our teams went through a series of design thinking workshops. Those were intensive four-to five-day workshops, all together as a group. And for something like that for example, we brought individual Power to Decide staff people who had gone through training in Human-Centered Design and design thinking to serve as coaches for our innovation teams, because what we learned over time is that the workshops really needed to be an opportunity for the teens to learn the skill, practice the skill, apply it to their own challenge, get support and feedback, and then go back and be able to do it in their community. And so, the coaches played that critical role of being able to provide that guidance and one-on-one thinking in partnership with the teams during the workshops. So, those kinds of events had many more staff and attendance than sort of in between workshops, when it was our full-time staff and one or two other folks who were providing coaching calls and technical assistance, sort of on a monthly basis, or on a biweekly basis, depending on what teens needed and wanted. So, that's a long answer to say that it really did vary. We always again, had at least one full-time staff person, and then many, many people who were contributing. And the last thing I'll mention is just that over time, we did move all of that capacity internal to Power to Decide. When we started Innovation Next, we were working more closely with IDEO in terms of workshop delivery and content delivery. And then over time, part of why I joined the project and others joined the project was because we had that expertise and ability to bring that in-house and so, that's another thing that shifted our staffing capacity.

Megan Hiltner: Thanks, Sarah and I appreciate the history, it's always good to know, sort of the background of how things came to be. And Kelly, anything from your end about sort of from, maybe from a university perspective, how did you get it?

Kelly Wilson: Sure. And I think that our staffing was somewhat similar that we had like probably what would equate to four to five full-time staff that took on different roles, whether it was administration, but rather than coaches, we had liaisons with our team. So, we used a little bit different language, but the same concept of we had steady go-to people for our teams to serve as a liaison while they were going through like the scope of our project with each organization. But where our organization decided that innovation was worth the investment and our time, and this being tied to a university perspective, I would say is the importance of gaining insights from the people that you're working with. And so, it's that very much research to practice kind of field that if you can recognize that insights, that part of gaining insights is participating in ethnography, which is research. That's supported by a major

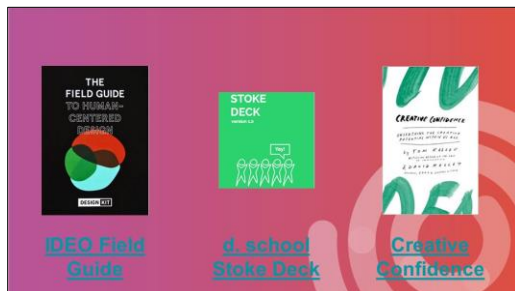
university. We had support all along the way. And that was important and then also filling the gap and moving this gap that we had from design to adoption.

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Megan Hiltner: Well, thanks to you both. Let's just move forward with some of our panel questions. And folks, if other questions come to mind, put them in the chat box. And we'll pause in between each question to see what your thoughts are. So, here's the first question and Sarah, I'll direct it to you first. What are some tools or resources that you found helpful when managing your innovation project?

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Sarah Axelson: Yeah, absolutely. So, I dropped a couple of examples of some of the tools and resources that we love on this slide here. And I think, folks from RHNTC will drop some links in the chat as I'm sharing as well. So, many of the things that I will point to our Human-Centered Design and design thinking resources, like the IDEO Field Guide to Human-Centered Design, which you see on the left here, which became almost a guidebook for our teens in the different tools and strategies that they could use in implementing design thinking in their own communities, on their own projects, in between our workshops, the things that they were working on. The D. School Stoke Deck is a tool that I really love. It is a ton of different, almost energizers and icebreakers, but they're a little bit different than those that we typically use in our field. And they're intended to bring out people's creative nature and to get them to think differently. So, many of the mindsets in design thinking revolved around being willing to take risks, to fail early, and often to try new things even if you aren't 100% sure if they're going to work. And so, the tools and strategies that the Stoke Deck provides are intended to get people used to that feeling of doing something uncomfortable, maybe even feeling a little bit silly in the process, but just being in that space and being willing to take that on. And then the last tool that I have up here on the Human-Centered Design slides is there is a book called Creative Confidence, which I really love. So often, what I hear people say is, "I'm not creative. I can't do that kind of things. I just don't think creatively like that."

And this book is about how every single one of us is creative in what we do and how we do it, and how we can do it. And it's about recognizing what our own creativity looks like, and how we can contribute that to a particular project. So, it's just a really wonderful, reassuring book about a skill that so many of us think we lack, but perhaps actually don't. The one other thing I'll mention in terms of tools or resources that we found helpful actually relates to evaluation. So, our approach to evaluation in Innovation Next revolved around evaluating both the structure and the process through which we hope to foster innovation with our teams. And specifically whether or not we were able to help our teams create their innovative interventions. So, many of our evaluation activities were summative evaluation activities. The kind you might typically see in a federal project. But we were also guided by what is called a developmental evaluation approach. And that is an approach that is most useful when innovation is a core value to your project, when there is a need to be really responsive in context throughout a project, and responsive to what we call emergent and complex environments. So developmental, excuse me, developmental evaluation is really about facilitating almost close to real time feedback with program staff, and creating that sort of continuous development loop that I think we often talk about in federal projects with continuous quality improvement. This really gives a very specific set of tools for how to do that. And it focuses on data collection as a rigorous way to sort of compliment the innovation process, and inform really intentional change, as well as tracking again, the process of innovation itself. The last thing I'll mention is just that developmental evaluation for us provided accountability by documenting those pathways to innovation, key insights that folks had or teens had, and sort of the cumulative decisions that they need that helped lead them toward a new innovation. So those are four, these three on this slide, and then the evaluation process that I really love that other folks might find useful in their own innovation work.

Megan Hiltner: Thanks, Sarah. How about you, Kelly, any additional resources to share?

Kelly Wilson: Yes, so I actually have mine the old fashioned way, which actually the old fashioned way that it's not going to work with the blur on the video. So I apologize for that. This is actually the Luma book that Sarah has talked a lot about IDEO and one of our main training organizations was Luma. Another well known organization for Human-Centered Design and they take a little bit different of philosophy and approach than IDEO does, because they're more focused on teaching how to facilitate activities and strategies. So, this Luma book is one that gives us activities and strategies, and also how to put them together in recipes, so that you can make a short term or a long term workshop, meeting, whatever about with different activities and strategies. So, that is one resource or tool. Another one is a book called a Primer to Systems Thinking. It is by Donella Meadows. And I mentioned that systems thinking is an important process for our model and our approach, so this really challenges people to be thinking about some of those concepts that Sarah was just mentioning with the developmental evaluation that really ties into communities. So, multiple aspects for thinking about different leverage points and factors that would impact innovation actually being developed and adopted in a particular community. So these are two resources that you could easily access when I finish talking. I'll put them in the chat box.

Megan Hiltner: Thanks, Kelly.

Kelly Wilson: And then one thing that we ended up as a resource that was really helpful for our team, that was not necessarily intentional, was we started making persona profiles. And if you've done any Human-Centered Design work, your facilitator or you have probably engaged in a persona profile process of some kind. And we ended up making persona profiles that represented our cohort that we were working with. Not from an organizational standpoint, but different kinds of individuals. And so, we

could use these persona profiles for helping to think where we were in the process of Human-Centered Design and helping that organization to move forward and drive innovation overall, and also thinking about who to bring to the table. Because if you have a grant writer, they're obviously going to bring a lot of perspective when it comes to the dollar and the cost of your innovation. If you have an administrator, they may only be able to pop in and pop out of meetings, because they only have so much time. And so, we had some iTP3 persona profiles that really helped us as we were working with different teens to think about what was needed next for an organization or for a sprint.

Megan Hiltner: Thanks, Kelly. And Lizzy from OPA posted those two links in there, so thank you for sharing, Lizzy. Before we move to the next panel question, I think we have two questions in the chat box that kind of align with and so I'd like to pose them to you both. They're both around working with folks that are either in sort of rural southern area or on a board that aren't completely on board with this way of thinking, how to bring folks along and coming up with new ideas in this way or using some of these different strategy? How have you moved forward, these types of groups forward?

Sarah Axelson: Kelly, you want to take that one first?

Kelly Wilson: Sure. So, I will start and then I know Sarah will be able to elaborate as well. I will start with thinking about who you're bringing to the table. So, first, those people who might be resistant. You want to have their voice at the table and understand where they are resisting. Is it around sexual and reproductive health? Is it around innovation itself? Is it around something new and different? And so, being able to bring those folks to the table can be one step in making them feel included and see what happens in the process. I would also say that figuring out ways to engage the nontraditional folks may be helpful. So, we normally had a community based person, an education public health kind of person, a young person on design teams. And then we had others who may not be able to come to design sessions, but we could put them in when a team was, include them in the process when the team was ready to pitch for example. So, then they're hearing the pitch from their teams, from their community members and they're able to give feedback. And then the team goes back and iterates and creates a revision based on the feedback that they got back from them. So, I think inviting people to the table even though you may think that they're resistant. Don't assume that they won't change. So I'll start there and see what Sarah has to say next.

Sarah Axelson: Yeah, I think that's a great point, Kelly. And one other resource or tool, actually, that it made me think about is Equity-Centered Design. There are a ton of resources out there. The Creative Reaction Lab is a great group that does a lot of work around Equity-Centered Design, that if you do a bit of Googling and we'll drop some links in the chat as well, helps you to think about who is at the table and how you're ensuring that all voices are represented. The other thing that comes to mind when I think about perhaps the resisters or folks who aren't on board, many times in my experience, it's because they don't know what it is, right? And the resistance is from not a desire not to be part of it, but a lack of understanding of what it looks like and how they can be part of it. And so, I think there are a couple of different strategies for how to address that. One is just using the tools of design thinking. One of the primary concepts in design thinking is gaining radical empathy for your end users. And that term radical to me is so important in thinking about this is not just like a surface level understanding. Most people like talking about themselves and they like talking about their lived experiences and what they've gone through and what they might have to offer or to share with others their own thoughts and ideas and experiences. So, sometimes actually taking a person through a design thinking experience, so that they can be the end user helps them understand what it feels like for other people to be able to be part of that and share their own thoughts and experiences and that can be really powerful. The second thing

is actually related to that, which I think is just doing a design sprint. And in fact, what I'm talking about here is a mini, perhaps even a mini design sprint. We have structures that we use with teams that would take them through the entire process in two hours or less, not to actually learn all of the skills and tools of design thinking, but just to see what the process is like from start to finish. And so sometimes, for some people, getting the big picture first is really helpful and seeing like, "Okay, I kind of get what this looks like. I can maybe be part of this." And then you can bring them along and actually diving into the specific skills.

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Kelly Wilson: And I think that we started to answer the second question, so I had Megan, put up a slide that we wanted to share, which is Human-Centered Design is messy. I mentioned that we can start with that. A lot of Human-Centered Design starts with insights and so, getting that insight is really clear. But then you continue to get more and more insights from your user population, your priority population, then you start analyzing it and prototyping and you don't know exactly where you're heading. And people get uncomfortable here. And you could see, in the picture that's in front of you, it's very messy in the middle. And we promise that people get uncomfortable. They may think that they're having to do like formal research when they're gaining insights. They may worry. I think one of the things that I hear the most, and it's funny because I hear it with our adult groups more than our young adolescent groups, is they're worried about whether they're doing an activity or a strategy the right way. And I think that's another thing to think about with Human-Centered Design and innovation. You're really finding what is the best option for the challenge that we're facing and there's not always a right or a wrong way to get there. And sometimes, you find your golden nuggets by taking the wrong way or you find, it's like you really find your pockets by challenging the outside the norm.

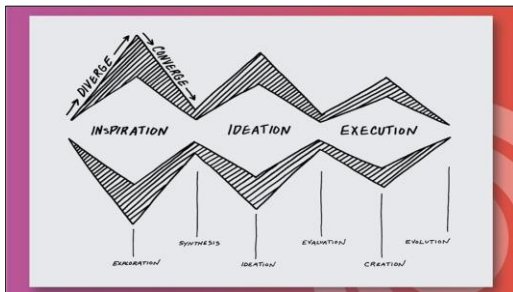
Megan Hiltner: What about you, Sarah? Just so you all know, my question for them is what did you wish someone would have told you at the beginning of sort of embarking on this innovation type process? So, that was great, Kelly. What about you? What do you wish someone would have told you?

Sarah Axelson: My gosh. Everything Kelly said. Iterate, iterate, iterate. You think you have it? Keep trying, keep testing, keep doing something new. And don't be afraid of trying a new prototype, a new test. We told our teams to test everything. Test all kinds of different concepts even make some sacrificial ones that you just know are bad, just to throw in the bunch and see what happens. There's actually a skill involved in that. There's a reason we tell them that, but the idea is prototype and test everything. As Kelly said, I would also say learn to get really comfortable with ambiguity and uncertainty. We usually pull this image back up when we see our teams and we can recognize that they're stuck in the middle of it. We bring it back and we say like, "Remember, you're right here right now and it feels this way and that is totally okay. It's good. It's reflective of where you are in the process and we promise

that if you trust the process, you will get somewhere," which they did. And then the last thing I would say is think about new and different metrics, and what information has value in innovation project. So, in a typical project, we might not track all of the pivots that we make, we might not highlight those in a report, right? Because people might be afraid, like, "Oh, a lot of changes mean something wasn't working," and so that reflects poorly in a report. In an innovation project, highlighting pivots and changes and things that you learned and even places that you failed is key. And in fact, I would credit all of the amazing OPA project officers who understand that and reinforce for innovation grantees that they should be highlighting and reflecting on those things and not afraid to mention them. Just as one example, even our "how might we" questions from our teams changed over time, and we track all of those things in a spreadsheet. Stuff we never thought we would look at then became very, very valuable in the context of an innovation project. So, I would just start to shift your thinking around what the metrics are that you're looking at and what you want to make sure that you're keeping track of.

Megan Hiltner: So, it sounds like that messy slide could be helpful in answering this question. But what else can you share about sustaining the momentum of your innovation project throughout its lifecycle? And Kelly or I think I'm going to you, Kelly, for... no, this is Sarah. You are going to respond first on this one.

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Sarah Axelson: Yeah, happy to, so what you see up here is sort of the parallel companion to that messiness slide. So, this is a reminder that even when the process feels messy and horrible and you can't sustain the momentum, because you don't even know what's going on and you only know your very next step. There actually is a process informing all of that. There are steps you're following and what you're feeling is that convergence and divergence of sort of going big and wide, and then narrowing down. But as you see, it does move closer and closer towards concepts. So, this process gives you a way to go from that huge space of feeling like, "Oh, my gosh." It's like, "How am I going to sustain this when I don't even know what I'm trying to figure out to actually getting to something?" The other things I would say are important in sustaining your momentum, again, you're going to hear a theme here are pivots, being willing to change and try new things are a key part of sustaining the momentum. And in fact, if you go to one of the questions that just got dropped in the chat that I noticed around what really didn't work well about these programs and what did you end up changing? So, we sustained the momentum in our project by changing the things that didn't work well. The application cycle is a quick example for us. Our first cohort was 18 months, that didn't work. It was too long. Folks couldn't stay involved. The institutional commitment was too high. In our second cohort, we dropped that down to eight months and in our third cohort, we dropped it down to six months, which worked out really, really well. We also were planning to do a brand new fourth cohort. But what we learned along the way is that innovators, no matter how many resources they had, and how much time they had, and how far along

you thought they would get, they needed more time and more resources. So instead of funding a fourth cohort, we then funded many of the teams from our cohorts, one through three, who wanted to reapply for more funding in the fourth cohort. So, those pivots are the kinds of things that help you sustain your momentum. I would also say talking about your work early and often sharing at conferences, see everything as an opportunity for dissemination. Because when we were recruiting teams, we needed to get the word out about our project. We needed new folks to always be coming in and a new cohort to be learning about Innovation Next in our work. And so, talking about it, wherever we went, was a great opportunity to do that. So, I'll stop there and let Kelly share as well.

Kelly Wilson: So, I will say that part of the momentum is recognizing that sometimes you might fail. And that is when you have the ideal time for that pivot. So, you're like, "What caused the failure?" And to me failure and using this with community organizations, failure is a hard word to hear. So kind of like Katie asked in the chat box, it's like, "What didn't work?" Well, there were things that were failures, but what did work was that encouragement to move forward. So, that's where we really had organizational support from most of the organizations that we were working with, that it's okay that you got to design session three of four and then you made a complete pivot. That pivot was so meaningful. Even though you think that you're 75% of the way finished, you have design teams in tears, but then come design session four, they're super excited about the direction that they ended up going. And that really was an example that we had a design team who thought that they failed because they made a major change at design, session three of four, and then it wasn't a failure. It was actually where they really have their tipping point and really started moving forward, moving forward, overall. So, the other thing that I would say with momentum is continuing to think forward and thinking about that concept of evaluation. So, it's hard for design because at the beginning, you don't necessarily know what you're designing. And if you're really gaining insight from your priority population, you don't know what they're going to say that they need. And so, it's hard to know what you're going to be evaluating. But as you move through that understanding the data and as you start moving forward into prototyping, that's when you start asking your evaluation questions. You start making notes on those.

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Kelly Wilson: And so, really thinking about the evaluation aspect, because the one thing that happened with our cycle of funding is we weren't allowed to support rigorous evaluation, we could get to feasibility testing, there might have been like a baby pilot test that happened with the protocols, but we weren't allowed to support evaluation overall. So, thinking about those questions. And then also disseminating and sharing what's happening, so it might be a nontraditional way of sharing, at least for the researcher and the group that rather than a journal article, which they're definitely out there. But also having like community-based pitches where people are invited in to hear what the different ideas are or news story of some kind that's local and very community driven. We had a boot camp that we had

news reporters out, and then they followed the development of programs all the way through. And so, that was really exciting. So, just really thinking about sharing innovation, and also sharing in a way that brings in your user voice. We can bring in that research-y language all we want, but if we're embracing Human-Centered Design, user design, we really want the voice of who that program was being designed for.

Megan Hiltner: And any, one final notes on the dissemination pieces. Sarah, I know you shared a little bit earlier, but anything else before we conclude this webinar, or wrap things up a little bit?

Sarah Axelson: Yeah. My really quick list here is yes, we did do traditional things like journal articles, both, solo Power to Decide and also, joint articles with Kelly at Texas A&M and iTP3. We did conference presentations in the traditional sexual health spaces, but also really dove into social impact conferences and other spaces that we wouldn't traditionally be in. We wrote blogs for Power to Decide. We're developing an online learning platform. We have an online learning platform. We're developing learning opportunities around design thinking on that, and also again, thinking about dissemination in the context of it now, informing our broader organizational work. That's also dissemination, right? Having it be part of what you integrate into how you approach your work on a day-to-day basis.

Slide 20

New Opportunity for TPP20 Tier 2 IIN Grantees- Coming August 2021!

Project Management for Innovation Peer Learning Group (PLG)

Learn how to foster innovation throughout your project life cycle

- Hear from experts and peers who have managed innovation projects
- Learn about best and/or promising practices
- Discuss strategies for success with peers who are tackling similar challenges
- Share tools and resources

Details on how TPP IIN grantees can register will be sent via the RHNTC Training Alert

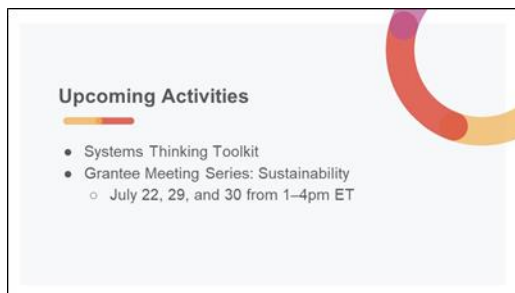


Megan Hiltner: Well, so, I want to just say huge thank you to you, Sarah, and to you, Kelly, for sharing your wealth of knowledge and what you've learned from your projects. I'm going to turn it over to my colleague, Stacey Moody now who's going to share a little bit more about a peer learning group for the innovation and impact network grantees. But thank you, Sarah, for putting your info in the chat box. And Kelly, we'll make sure to share yours, too, if folks want to reach out to you following this, about what you shared. So, Stacey, over to you.

Stacey Moody: Great. Thank you, Megan. And I'm kind of glad I had my video off during the presentation because I was like, "Yes, yes," throughout this whole presentation. But many of the concepts that Kelly and Sarah brought up, to me, it just, it resonated with project management for innovation is different. It's different than traditional project management. And so, we're really excited to announce that coming in August for the TPP 20 Tier 2 Innovation and Impact grantees, we will be starting a peer learning group. And I had a whole list of topics that we could potentially cover, and Kelly and Sarah, you were like hitting them off. That's why I was going, "Yes, yes, yes." Risk acceptance, failing forward, innovation coaching for your teams, equity-centered design, how do you educate engaged partners in this innovation mindset, planning for Tier 1, dissemination in new spaces. You've ticked them all off, boom, boom, boom without us even coordinating that way. So, once again, this is going to be an opportunity for the Innovation and Impact Network grantees working in teen pregnancy prevention because they

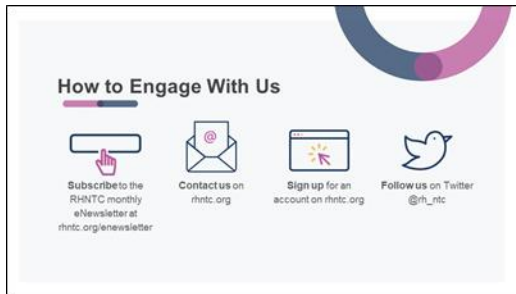
are solely focused on innovation. We'll be having more information that come out in the RHNTC training alert as well as we'll be communicating via your Listserv. But I did want to briefly talk about the format that we're using for this, the peer learning groups because I think this is the first time we've used the peer learning group with the TPP grantees. And the format of it is specifically designed where I think some of the needs and wants that you raised during the vision sharing meeting last month with your project officers, it's a format that offers technical assistance and it's facilitated by the RHNTC and we bring in subject matter experts. So, you have those who have experience in project management innovation, but really the space, the time and the format of a peer learning group is really designed for you to be talking with each other. Your peers also working in these Innovation and Impact Network Grants. So, you can not only share your successes, but also your challenges or you can share your resources or ask us for a resource and share a scenario that you're struggling with. The questions that were coming through the chat or exactly the types of things that we would dive into in a peer learning group in a facilitated manner, so I think that's it. I know we're at time, so I won't go into this more. But we highly encourage the Innovation and Impact Network grantees to participate in this peer learning group. It is definitely for project directors and project managers, but more so than that, because we know that you have a team working on this. And some topics that we cover in what will likely be monthly peer learning group may even extend beyond your kind of project management team. But been looking for more information in RHNTC training alert as well as the Listserv. We'd love to engage you on additional topics under this umbrella that you would like to cover in the peer learning groups. But I was excited before this webinar, but I got super excited that you guys were speaking, so look for more and thanks.

Slide 21



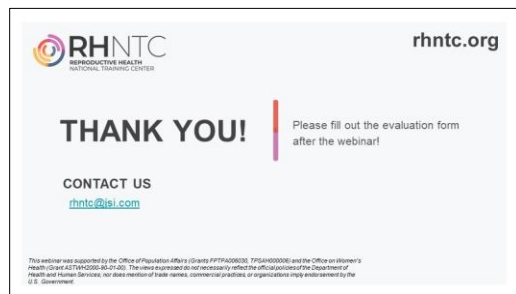
Megan Hiltner: Absolutely. Thank you, Stacey. And I know we're over by a couple of minutes, folks. Here's a couple of things that align that are coming up from RHNTC that align with the focus of this webinar systems. Thinking toolkit will be coming out here soon. There's a grantee meeting for TPP grantees.

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Megan Hiltner: We want you to connect with us at the RHNTC and we have lots of different ways you can do that. Anyone can receive the E-news. You can email us or follow us on Twitter.

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Megan Hiltner: And just thank you so much for carving out time in your busy day. Huge, huge, huge, huge thank you to you, Sarah and Kelly for sharing your wisdom today. We'll make sure these materials are all available to you following the webinar in the recording, the transcript, and slides. But thanks so much for joining. Please complete the email that will pop up right after this. We really appreciate your input and feedback because we want to improve. So with that, thanks again for joining us. That concludes our session today.